



Milecastle Primary School

Anti-Bullying Policy

January 2017



MILECASTLE PRIMARY SCHOOL

ANTI-BULLYING POLICY

RATIONALE

We want all children at Milecastle to feel secure and safe. This is crucial in terms of the general well-being of each individual and in terms of each child's ability to gain maximum benefit from the educational opportunities available. Bullying therefore will be dealt with effectively if or when it does occur.

AIMS

1. To ensure that any incidents of bullying which do occur are dealt with effectively.
2. To reassure pupils that the school will protect and support all parties while issues are resolved.
3. To develop an atmosphere in the school whereby children and parents feel confident about raising any concerns.
4. To help avoid bullying situations arising by promoting the status and self-esteem of all children, together with their understanding of the social interactions which take place between them.
5. To develop personal skills and strategies in the children which help them to cope if bullying situations arise.

GUIDELINES

1. Bullying is any behaviour involving a person or group acting towards another child or children in a way which is harmful to that child/those children. This will usually be repeated behaviour and will involve targeting a person or a group who/which does not have the resources, skills, status or ability to counteract or stop the harmful behaviour.
2. Bullying may be exhibited in several forms including:
 - physical aggression
 - verbal aggression or the threat of physical aggression
 - demands for money or possessions
 - exclusion

- taunting/belittling.
3. Aggression or name-calling becomes bullying when it is exercised through the use of power rather than being an exchange between equals. Acts of aggression or name calling involving equals are examples of unacceptable behaviour which are dealt with as outlined in the Behaviour and Attitudes policy.
 4. All staff treat reports of bullying seriously and offer immediate sympathy and support. Incidents are always dealt with in an appropriate manner. Where appropriate, the involvement of parents may be sought.
 5. Staff plan and undertake a whole range of activities in PSHE which promote skills and attributes such as co-operation, problem solving, positive self image and assertiveness. These skills and attributes will help children to deal effectively with situations which have the potential to develop into bullying. A Circle Time approach also provides a forum for children to bring up issues of concern and encourages openness and communication.
 6. Staff also plan and undertake a range of activities based on Unit 3 "Say No to Bullying" from the SEAL programme. This provides opportunities for children to explore with staff the issue of bullying and appropriate responses and strategies.

INCLUSION

Every effort will be made to ensure that incidents of bullying are dealt with consistently and sensitively with all children no matter what their gender, ethnicity or impairment.

CONCLUSION

Adherence to this policy will ensure effective prevention of bullying and ensure appropriate intervention when it does occur.

APPENDIX 1

TAKEN FROM LEEDS CITY COUNCIL "FIVE STEPS TO SUCCESS".

BE AVAILABLE

Break the code of secrecy. Make it known that you are ready to listen. Provide immediate support

INVESTIGATE

Investigate incidents as soon as possible. Where necessary interview parties individually at first, to avoid intimidation and produce an accurate report.

RECORD

Record incidents in a manner which reinforces the school's anti-bullying policy.

RESPOND

The style should be matter of fact and relate to the severity of the incident.

FOLLOW UP

Show that you have a committed position on bullying by following up on an incident at a prearranged time. This will show pupils that the school supports them and wants to encourage positive behaviour.